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## Reverse Outline (Reference)

Junco, R., & Cotten, S. R. (2011). Perceived academic effects of instant messaging use. *Computers & Education*, 56(2), 370–378. <https://doi.org/10.1016/j.compedu.2010.08.020>

<b>Topic:</b>	<ul style="list-style-type: none"><li>• The author is interested in examining the perceived academic effects of instant messaging (IM) use among college students.</li><li>• Basically, instant messaging "affords college students a unique ability to keep connected to social network members..." (Junco &amp; Cotten, 2011, p. 374).</li><li>• The study focuses on how IM use and multitasking behaviors impact students' completion of homework and academic outcomes.</li></ul>
<b>Main Idea:</b>	<ul style="list-style-type: none"><li>• Junco and Cotten (2011), taking the results of a survey that was done in the nationwide connected instant messaging (IM) use with multitasking with IM lead to academic impairment among the college students.</li><li>• This multi-tasking when using IM will adversely affect school work and also likely slow down academic progress.</li></ul>

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**Key Points:**

- % Filter the article content until you find the two or three key points that are developed in the discussion. Each of these key ideas might develop over several paragraphs, but could be summarized in a sentence or two.

You do not need to summarize every detail. You do not need to summarize the information in every paragraph.

- % For each of these key points, note the ***content*** and the ***function***.

The *content* is the actual point that the author expresses.

The *function* is the role that point plays in the article. Is the point an example to help develop the argument? Is the point key background information that we need in order to understand the argument? To identify the function, ask yourself **why** the author has included this information in the article.

**Key Point #1**

**Content:** According to the national survey data from Junco and Cotten (2011), there is a strong link between the frequent use of instant messaging (IM), multitasking, and academic difficulties among students in college.

**Function:** This point is considered the basis for exploration of IM use and multitasking negative influence on academic performance, which is proved by the empirical evidence.

**Key Point #2**

**Content:** Distractions, which often come from constant notifications and instant messaging interruptions, can adversely affect the ability to single mindedly work on academic tasks.

**Function:** This point accurately states a particular mechanism through which the IM use influences academic performance by mentioning the distraction as a factor leading to less concentration.

**Key Point #3**

**Content:** Even though instant messaging has numerous positive aspects, it is a problem for college students because it tends to take their attention away from their studies.

**Function:** This aspect shows the overall message which is using moderation and awareness to avoid the IM effects on academic performance.

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### **Reference**

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